



RE Progression of Learning Wootton St Peter's Primary School

"True religion consists of having a good heart" Dali Lama

EYFS <small>(Links – key cross-curricular links with UTW TW, CAL, PSED SC & SA PDHSc)</small>	Y1	Y2	Y3	Y4	Y5	Y6
<p>I can tell you about people who are special to me and to others.</p>	<p>I can say how it felt to make something.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p>	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p>	<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p>	<p>I can start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>I can begin to show an understanding of what being happy means to Buddhists.</p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better for Muslims.</p>
<p>I can start to show some understanding of the Christmas story.</p>	<p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p>	<p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p>	<p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>

<p>I can recall some customs and traditions enjoyed by different communities.</p>	<p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p>	<p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p>	<p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p>	<p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p>	<p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p>	<p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views</p>
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	I can say how Jesus tried to be a good friend.	I can start to think through how praying 5 times a day might help in some ways more than others.	I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.	I can start to identify how it would feel to keep Kashrut. I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.
I can talk about what Easter means and some of the signs of Easter time.	I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.
I can listen to stories from around the world and express my opinion about what the stories are teaching us.	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons. I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

I can understand that people enjoy different special places and that some customs followed in them are different.	I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
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RE Long Term Overview

		EYFS	SUMMER TERM
		SPRING TERM	SUMMER TERM
A	What makes people special? The Creation Story (Christianity) Harvest festival (Christianity)	Happy New Year (Christianity, Nowruz and Chinese) Holi (Hindu) Easter (Christianity)	Religious stories <ul style="list-style-type: none"> • Christianity • Sikhism • Hinduism • Buddhism

	<p>Diwali (Hindu) Christmas (Christianity)</p> <p><i>Key Questions; what do Christians believe about the creation of the world? why do Christians perform Nativity plays at Christmas?</i></p> <p><i>Rationale; To acquire knowledge about the world in which we live To understand and respect diversity To open eyes to world beyond immediate environment To understand similarities and differences between different religious communities in the UK, drawing on experiences and what has been read/discussed in class</i></p>	<p><i>Key Questions; how do people celebrate why do Christians put a cross in an Easter Garden?</i></p> <p><i>Rationale; To acquire knowledge about the world in which we live To understand and respect diversity To open eyes to world beyond immediate environment To understand similarities and differences between different religious communities in the UK, drawing on experiences and what has been read/discussed in class</i></p>	<p>Special places</p> <ul style="list-style-type: none"> • Christianity • Islam • Judaism <p><i>Key Questions; what can we learn from stories? why is the word God so important to Christians?</i></p> <p><i>Rationale; To acquire knowledge about the world in which we live To understand and respect diversity To open eyes to world beyond immediate environment To understand similarities and differences between different religious communities in the UK, drawing on experiences and what has been read/discussed in class</i></p>
B	<p>What makes people special? The Creation Story (Christianity) Harvest festival (Christianity) Diwali (Hindu) Christmas (Christianity)</p> <p><i>Key Questions; what do Christians believe about the creation of the world? why do Christians perform Nativity plays at Christmas?</i></p>	<p>Happy New Year (Christianity, Nowruz and Chinese) Holi (Hindu) Easter (Christianity)</p> <p><i>Key Questions; how do people celebrate why do Christians put a cross in an Easter Garden?</i></p>	<p>Religious stories</p> <ul style="list-style-type: none"> • Christianity • Sikhism • Hinduism • Buddhism <p>Special places</p> <ul style="list-style-type: none"> • Christianity • Islam • Judaism <p><i>Key Questions; what can we learn from stories?</i></p>

	<p><i>Rationale;</i> <i>To acquire knowledge about the world in which we live</i> <i>To understand and respect diversity</i> <i>To open eyes to world beyond immediate environment</i> <i>To understand similarities and differences between different religious communities in the UK, drawing on experiences and what has been read/discussed in class</i></p>	<p><i>Rationale;</i> <i>To acquire knowledge about the world in which we live</i> <i>To understand and respect diversity</i> <i>To open eyes to world beyond immediate environment</i> <i>To understand similarities and differences between different religious communities in the UK, drawing on experiences and what has been read/discussed in class</i></p>	<p><i>why is the word God so important to Christians?</i></p> <p><i>Rationale;</i> <i>To acquire knowledge about the world in which we live</i> <i>To understand and respect diversity</i> <i>To open eyes to world beyond immediate environment</i> <i>To understand similarities and differences between different religious communities in the UK, drawing on experiences and what has been read/discussed in class</i></p>

KEY STAGE 1: YEARS 1&2

	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept:</p> <p>Creation</p> <p>Key Question: <i>Who made the world?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Passover</p> <p>Key Question:</p> <p><i>How important is it for Jewish people to do what God asks them to do?</i></p> <p>Religion: Judaism</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Shabbat</p> <p>Key Question:</p> <p><i>Is Shabbat important to Jewish children?</i></p> <p>Religion: Judaism</p>

	<p>UC Concept: Incarnation</p> <p>Key Question: <i>Why does Christmas matter to Christians?</i></p> <p>Religion: Christianity</p> <p>Alternate... <u>DISC.RE</u></p> <p>Christmas – Jesus as a gift from God</p> <p>Concept: Incarnation</p> <p>Key Question:</p> <p><i>Why do Christians believe God gave Jesus to the world?</i></p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Salvation</p> <p>Key Question: <i>Why does Easter matter to Christians?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Rosh Hashanah and Yom Kippur</p> <p>Key Question:</p> <p><i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i></p> <p>Religion: Judaism</p>
B	<p>UC Concept:</p> <p>Gospel</p> <p>Key Question: <i>What is the good news that Jesus brings?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Prayer at home</p> <p>Key Question:</p> <p><i>Does praying at regular intervals every day help a Muslim in his/her everyday life?</i></p> <p>Religion: Islam</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Community and Belonging</p> <p>Key Question:</p> <p><i>Does going to the Mosque give Muslims a sense of belonging?</i></p> <p>Religion: Islam</p>
	<p>UC Concept: God</p> <p>Key Question: <i>What do Christians believe God is like?</i></p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p>

	<p>Religion: Christianity</p>	<p>Easter – Resurrection</p> <p>Concept: Salvation</p> <p>Key Question:</p> <p><i>How important is it to Christians that Jesus came back to life after His crucifixion?</i></p> <p>Religion: Christianity</p>	<p>Hajj</p> <p>Key Question:</p> <p><i>Does completing Hajj make a person a better Muslim?</i></p> <p>Religion: Islam</p>
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KEY STAGE 2: YEARS 3 & 4

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Creation/Fall</p> <p>Key Question: <i>What do Christians learn from the creation story?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Buddha’s teachings</p> <p>Key Question:</p> <p><i>Is it possible for everyone to be happy?</i></p> <p>Religion: Buddhism</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>The 8-fold path</p> <p>Key Question:</p> <p><i>Can the Buddha’s teachings make the world a better place?</i></p> <p>Religion: Buddhism</p>
	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Incarnation</p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Gospel</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>The 8-fold path</p>

	<p>Key Question: <i>What is Trinity?</i></p> <p>Religion: Christianity</p>	<p>Key Question: <i>What kind of world did Jesus want?</i></p> <p>Religion: Christianity</p>	<p>Key Question: <i>What is the best way for a Buddhist to lead a good life?</i></p> <p>Religion: Buddhism</p>
B	<p>Theme: Hindu Beliefs</p> <p>Key Question: <i>How can Brahman be everywhere and in everything?</i></p> <p>Religion: Hinduism</p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: People of God</p> <p>Key Question: <i>What is it like (for Christians) to follow God?</i></p> <p>Religion: Christianity</p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Kingdom of God</p> <p>Key Question: <i>When Jesus left, what was the impact of Pentecost?</i></p> <p>Religion: Christianity</p>
	<p><u>DISCOVERY RE</u></p> <p>Theme: Divali</p> <p>Key Question: <i>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</i></p> <p>Religion: Hinduism</p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Salvation</p> <p>Key Question: <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>Religion: Christianity</p> <p>Alternate... <u>DISC.RE</u></p> <p>Easter - Forgiveness</p> <p>Key Question:</p>	<p><u>DISCOVERY RE</u></p> <p>Theme: Pilgrimage to the River Ganges</p> <p>Key Question: <i>Would visiting the River Ganges feel special to a non-Hindu?</i></p> <p>Religion: Hinduism</p>

What is 'good' about Good Friday? OR Easter

Key Question:

Is forgiveness always possible?

KEY STAGE 2: YEARS 5 & 6

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Creation</p> <p>Key Question: <i>Creation and science: conflicting or complementary?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme: Beliefs and Practices</p> <p>Key Question: <i>What is the best way for a Muslim to show commitment to God?</i></p> <p>Religion: Islam (Y6 P7-12)</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Beliefs and moral values</p> <p>Key Question:</p> <p><i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Religion: Islam</p> <p>(Y6 p25-28 and p29-33)</p>
	<p><u>DISCOVERY RE</u></p> <p>Theme: Christmas. Concept: Incarnation</p> <p>Key Question: <i>Is the Christmas story true? (Y5 p21-24)</i></p> <p>Religion: Christianity</p> <p>Alternate... <u>DISC.RE</u> Theme: Christmas</p> <p>Key Question: <i>How significant is it that Mary was Jesus' mother? (Y6 P13-16)</i></p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Salvation</p> <p>Key Question: <i>What did Jesus do to save human beings?</i></p> <p>Religion: Christianity</p>	
B	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: God</p> <p>Key Question: <i>What does it mean (for Christians) if God is holy and loving?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme: Belief into action</p> <p>Key Question: <i>How far would a Sikh go for his/her religion?</i></p> <p>Religion: Sikhism (Y5 p11-16)</p>	<p><u>DISCOVERY RE</u></p> <p>Theme: Beliefs and moral values</p> <p>Key Question: <i>Are Sikh stories important today?</i></p> <p>Religion: Sikhism (Y5 p 25-28)</p>

<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Incarnation</p> <p>Key Question: <i>Was Jesus the Messiah?</i></p> <p>Religion: Christianity</p> <p>Alternate... <u>DISC.RE</u> Theme: Christmas</p> <p>Key Question: <i>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Salvation</p> <p>Key Question: <i>What difference does the resurrection make for Christians?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme: Prayer and Worship</p> <p>Key Question:</p> <p><i>What is the best way for a Sikh to show commitment to God?</i></p> <p>Religion: Sikhism (Y5 p38-42)</p>
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